

Course Reserves Item List for BOOKS, VIDEOS, CDs and DVDs

Course name and number: Educating Exceptional Children

Instructor: Sue Thorson

Date material added: February 20, 2006

These assignments should be limited to two-three pages.

LOAN RULE: One week: _x_____

TITLE (as it appears on the syllabus): Education of Children and Adolescents with Learning Disabilities

AUTHOR or COMPOSER (for books or CDs): Abraham Ariel

Review the Table of Contents and one chapter. Compare with the material in our current text. What changes do you see?

TITLE (as it appears on the syllabus): To Teach, The Journey of a Teacher

AUTHOR or COMPOSER (for books or CDs): William Ayers

Spirituality piece – read

TITLE (as it appears on the syllabus): Emotional and Behavioral Disorders Theory and Practice

AUTHOR or COMPOSER (for books or CDs): Margaret Cecil Coleman and Jo Webber

Summarize a chapter and explain what you learned.

TITLE (as it appears on the syllabus): Bilingualism and Special Education: Issues in Assessment and Pedagogy

AUTHOR or COMPOSER (for books or CDs): Jim Cummins

Read a chapter and discuss the implications for placement and instruction.

Graduate level reading – double points.

TITLE (as it appears on the syllabus): “My Trouble is My English” Asian Students and the American Dream

AUTHOR or COMPOSER (for books or CDs): Danling Fu

Skim the book. Compare to what is happening in Lewiston, Portland, and other areas in Maine.

TITLE (as it appears on the syllabus): ADHD Achieving Success in School and in Life

AUTHOR or COMPOSER (for books or CDs): Barbara P. Guyer

Summarize a chapter. Explain what you learned.

TITLE (as it appears on the syllabus): Children With or At Risk for Emotional and Behavioral Disorders

AUTHOR or COMPOSER (for books or CDs): Frank M. Gresham, Kathleen L. Lane, and Tam E. O'Shaughnessy

Read and summarize a methods chapter. Discuss how these methods can be implemented in a general education class.

TITLE (as it appears on the syllabus): Beyond Culture

AUTHOR or COMPOSER (for books or CDs): Edward T. Hall

Summarize a chapter. Explain what you learned and how common school practices might be affected.

TITLE (as it appears on the syllabus): Special Education Policy and Practice, Accountability, Instruction, and Social Challenge

AUTHOR or COMPOSER (for books or CDs): Karen R. Harris, James G. Shriner, Thomas M. Skrtic

Summarize and reflect on a chapter. How can you affect policy?

TITLE (as it appears on the syllabus): Writing, Teaching, and Learning in the Disciplines

AUTHOR or COMPOSER (for books or CDs): Anne Herrington and Charles Moran
Secondary teachers – read a chapter and explain how it will affect your practice.

TITLE (as it appears on the syllabus): Including Students with Severe Disabilities

AUTHOR or COMPOSER (for books or CDs): Eva M. Horn and Craig H. Kennedy

Number of Personal Copies: 1 Number of Library Copies:

TITLE (as it appears on the syllabus): Teachers at Work, Achieving Success in Our Schools

AUTHOR or COMPOSER (for books or CDs): Susan Moore Johson

Briefly summarize a chapter. Compare with your experiences in school. How does it affect your career plans?

TITLE (as it appears on the syllabus): Mosaic of Thought, Teaching Comprehension in a Reader's Workshop

AUTHOR or COMPOSER (for books or CDs): Ellin Oliver Keene and Susan Zimmermann

Skim the book. Summarize the ideas you found to be useful. Discuss the ideas you disagree with.

TITLE (as it appears on the syllabus): Count Us In, Growing Up with Down Syndrome

AUTHOR or COMPOSER (for books or CDs): Jason Kingsley and Mitchell Levitz

Read the book. Reflect on the educational implications.

TITLE (as it appears on the syllabus): Teaching Deaf and Hard of Hearing Students, Content, Strategies and Curriculum

AUTHOR or COMPOSER (for books or CDs): Thomas N. Kluwin and David A. Stewart

Read a chapter. Discuss how it compares with best practice for children with other disabilities. With “normal” learners?

TITLE (as it appears on the syllabus): Teaching Persons with Mental Retardation, A Model for Curriculum Development and Teaching

AUTHOR or COMPOSER (for books or CDs): R.B. Dever, D.R. Knapczyk

Summarize a chapter and explain how it will affect your practice.

TITLE (as it appears on the syllabus): Language Disorders in Older Students, Preadolescents and Adolescents

AUTHOR or COMPOSER (for books or CDs): Vicki Lord Larson, Ph.D. and Nancy McKinley, M.S.

For secondary teachers and rehabilitation specialists. Summarize a methods chapter and explain how you will use the information.

TITLE (as it appears on the syllabus): Learning Disabilities: Theories, Diagnosis, and Teaching Strategies

AUTHOR or COMPOSER (for books or CDs): Janet Lerner

This is a classic study of learning disabilities. How does it compare with the information in the text, videos, and class discussions?

TITLE (as it appears on the syllabus): Using Assessment to Teach for Understanding, A Casebook for Educators

AUTHOR or COMPOSER (for books or CDs): Michele Lew, Judith H. Shulman and Andrea Whittaker

Skim the book. Which problems stood out to you? What would you do? How does that compare with current practice? With what you’re learning at UMF?

TITLE (as it appears on the syllabus): Supporting Children with Communication Difficulties in Inclusive Settings, School Based Language Intervention

AUTHOR or COMPOSER (for books or CDs): Diane Frome Loeb, Linda McCormick, and Richard L. Schiefelbusch

Summarize a chapter. Explain how the information will affect your practice.

TITLE (as it appears on the syllabus): Childhood Motor Speech Disability

AUTHOR or COMPOSER (for books or CDs): Russell J. Love

For birth-eighth grade teachers. Read a chapter. Summarize and discuss the applications in your class.

TITLE (as it appears on the syllabus): A Survey of Communication Disorders for the Classroom Teacher

AUTHOR or COMPOSER (for books or CDs): Martha Scott Lue

Read one chapter. Explain how you would use the information to work with a general classroom teacher.

TITLE (as it appears on the syllabus): Myths and Realities, Best Practices for Language Minority Students

AUTHOR or COMPOSER (for books or CDs): Denise McKeon and Katharine Davies Samway

Briefly summarize a chapter. How does this information affect your understanding of bilingual education?

TITLE (as it appears on the syllabus): Language Development, An Introduction

AUTHOR or COMPOSER (for books or CDs): Robert E. Owens, Jr.

An updated version of the classic text. Read and summarize a chapter. Explain how you would use the information to teach a child with a language difficulty.

TITLE (as it appears on the syllabus): Alternative Views of Learning Disabilities, Issues for the 21st Century

AUTHOR or COMPOSER (for books or CDs): Patricia Tefft Cousin and Mary S. Poplin

Read, summarize, and respond to a chapter.

TITLE (as it appears on the syllabus): An ADHD Primer

AUTHOR or COMPOSER (for books or CDs): Lisa L. Weyandt

Skim the book and discuss how the theory will affect your practice.